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ABSTRACT

This document provides instructions for filling out the Compliance Summary Form for Program Reviews, which is used at elementary and secondary school sites to determine compliance with federal and state laws and regulations. All schools receiving consolidated application program funds are required to conform to the standards specified in this document. School program review teams use this instrument to determine program compliance. Schools and districts are also encouraged to use the instrument as an ongoing planning tool. There are 64 compliance items that follow the sequence of instruction, instructional support, and improvement process. Some of the items included are compensatory education, bilingual education, special education, and Native American students. A section of the instructions consists of operational statements and questions to guide the reviewer in making compliance determinations. Ways for approaching the issues through documentation, interviews, student work, and observations are listed. This is followed by the screening items organized in the above sequence. After each compliance item a key to legal references is listed in parentheses. The four appendices contain the official forms to be completed by the program reviewers. (Author/MLF)

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Guide for Reviewing School Program Compliance

1981-82

EA 014 355

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles - Superintendent of Public Instruction
Sacramento, 1981

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INSTRUCTIONS FOR THE SCHOOL PROGRAM REVIEW COMPLIANCE SCREENING PROCESS, 1981-82

Introduction

The Compliance Summary Form for Program Review is used at elementary and secondary school sites to determine compliance with federal and state laws and regulations. All schools receiving consolidated application program funds are required to conform to the standards specified in the Guide for Reviewing School Program Compliance. For the first time, this year's document includes reference to students with exceptional needs (PL 94-142 and SB 1870), and includes amendments to bilingual education as a result of AB 507/80.

School program review teams use this instrument to determine program compliance. However, since program reviews are not conducted in every school each year, schools and districts are encouraged to use the instrument as an ongoing planning tool.

Compliance with these standards is the responsibility of the school district. Compliance at each individual school is one test of overall compliance by the district. Therefore, the results of school program compliance reviews will be important information used by program review teams conducting district-level compliance reviews.

Structure of the Compliance Summary Form for Program Review

The content of the summary form is organized into three columns:

Column 1--Item--lists compliance item numbers. The School Program Compliance Review Screening Items contains the legal basis for each compliance issue. There are 64 compliance items; in some cases, a compliance item consists of several parts, all of which are to be given a single response.

Column 2--Finding--will be completed by the lead reviewer with the compliance determination based on the program review. Reviewers are to circle one of the three possible responses.

Column 3--Comments--reviewers are to enter in this column the reason(s) why a particular compliance item has been marked "N."

Multiple Responses

For each compliance item, reviewers are to select one of the following three responses:

NA. This item is not applicable.

C. Compliant

N. Not compliant. Within 45 days, the school district must submit a response to the State Department of Education which either:
(1) describes how the noncompliance finding has been resolved, or
(2) outlines a proposed compliance agreement.

Reviewers are to select response "NA" when they determine that a compliance item is not applicable to the school.

Reviewers are to select response "C" when they are able to verify that the school complies with a compliance item. This response should be used only when the reviewer can clearly establish that the school is in compliance. Do not select a "C" response when doubts or uncertainties remain concerning compliance. The burden of proof for any issue remains with the school and the school district.

Reviewers are to select response "N" when they are unable to verify that the school complies with a compliance item. This response will necessitate a written response from the school district to the Department regarding a particular issue.

The Relationship Between Program Compliance and Program Quality

Whenever possible, reviewers should link their assessment of program compliance with their assessment of program quality. Some compliance items should be investigated simultaneously with the assessment of areas in the Program Review Handbook.

The progression of compliance items follows the same sequence as the plan review process, namely:

I. Instruction
II. Instructional Support
III. Improvement Process

Listed below is an outline of compliance items from the School Program Compliance Review Screening Items and those areas in the quality assessment process which correspond for elementary and secondary schools:

	Compliance items	Quality areas
I. Instruction	1-3	SIP, Title I/SCE, Bilingual
	4-8	Compensatory Education
	9-19	Bilingual Education
	20	Special Education
	21-23	Miller-Unruh*
	24	Native American
II. Instructional Support	25-30	SIP, Title I/SCE, Bilingual
	31-33	School Improvement Program
	34-37	Compensatory Education Program
	38-39	Bilingual Education Program
III. Improvement Process-- Planning, Implementing, and Evaluating	40-46	School Site Council (SSC)
	47-55	School Advisory Council (SAC)
	56-59	Bilingual Advisory Committee (BAC)
	60-62	Special Education
	63	Evaluation--SIP, Title I/SCE
	64	Evaluation--Compensatory Education

*Not applicable to secondary.

It should be noted that not all items from the School Program Compliance Review Screening Items relate directly to the quality assessment process.

Noncompliant findings may or may not have a negative impact on rating program quality. For example, a school site council may have been established by means other than peer selection. This may or may not have an impact on the effect of the school site council as assessed by the three paragraph descriptions in the Program Quality Review Instrument. In other cases, where serious noncompliant situations are found, it may be impossible for the reviewers to judge quality. For example, if the school is required to have an elementary bilingual education program and does not, the reviewers are not able to make a quality assessment. Since it is impossible to judge the quality of a nonexistent program, reviewers are to note on the school report form that a particular area was not assessed due to a serious noncompliant situation. Conversely, total compliance with rules and regulations is not necessarily an indication that there is a high quality program in existence.

Further Guidance to the Reviewer

This section of the instructions consists of operational statements and questions to guide the reviewer in making compliance determinations. Ways for approaching the issues through documentation, interviews, student work, and observation are listed for each major section. It is not necessary that the reviewer use every means listed in making a compliance determination; these methods are intended to provide assistance to the reviewer rather than be a prescribed protocol.

I. INSTRUCTION

INSTRUCTION--SIP, Title I/SCE, Bilingual

- Use of Consolidated Application Resources in the Instructional Program (Items 1 and 2)

  - In reviewing the instructional program planned for the participating students, determine through observation and inteview that what is received by the student supplements or increases, to the extent practical, the level of services that would have been provided from regular, nonfunded sources.

  - Verify that services or resources normally offered to the students are not withdrawn or reduced as a direct result of Title I/SCE funding.

- Isolation and Segregation (Item 3)

Interview

- Who assigns a student to a special group or facility outside the classroom?

- What is the basis for the assignment? Is there a way for the students to return to the regular classroom?

- What are the "time periods" for assignments to learning facilities outside the classroom (30 minutes each day, one semester, six weeks, etc.)?

- What portion of the day are students out of their classroom for special instruction? What do students miss while they are gone?

- Does all of the student's instruction take place in a special group?

- How do classroom teachers coordinate student activities with resource teachers?

Observation

Observe Title I/SCE participating students in their instructional settings (classroom and learning centers) to determine:

- Flexible grouping and regrouping based on assessed needs of participants.

- How long students have been with their present group and how often their group changes.

- How were decisions made to extend activities outside the classroom?

- How was assessment information used to determine content of curriculum being taught?

- Does ethnic composition in the classroom reflect the total school ethnic composition?

- Verify that staggered sessions, extended day services, other instructional settings, and time periods do not allow separation of participating students from nonparticipating students throughout the duration of those entire sessions.

- Verify that reading, language, and math instruction (in learning centers) is in addition to and articulated with regular classroom instruction.

- Are teachers knowledgeable of Title I/SCE participants in their classroom?

Records/Documents

- If the school has Title I/SCE students, review the class list of each class which has participating students.

- Review the instructional program planned for participating students.

- Review assessment material used in determining activities, materials, and methodologies used.

- Review learning center schedule and time periods, etc.

- Request to see class lists for each grade level and instructional time periods.

  • Verify that pregrade, junior grade, or adjustment classes have not been established or supplemented with Consolidated Application funds.

- Review samples of teachers' record keeping to verify movement of students (within the classroom and other learning centers) and the relationship of activities to regular classroom

- Verify that Title I/SCE participants are not a disproportionate group in particular classrooms.

INSTRUCTION--COMPENSATORY EDUCATION

• Selection of Participants (Item 4)

Records/Documents

No student scoring above the fiftieth percentile on the approved assessment instrument may be identified and/or served as a Title I/SCE participant.

- Request to see a list of Title I/SCE participants and standardized test scores used in the selection procedure.

- A cross-reference sampling will be needed to make a compliance judgment.

• Provision of Program (Item 5) and Use of Resources (Items 6-8)

NOTE: These items do not apply to Title I/SCE schoolwide projects.

Interview

Your compliance review of excess cost services should establish that services should establish that services provided are supplemental and do not supplant district and state resources within the framework of the regulation. The reviewer must establish to what extent students are receiving an increase of services over what they would have received if the additional funding were not there.

Title I/SCE paid personnel

- What is a typical workday for you at the school? (Try to establish what kind of services are given, to whom, and how long.)

- What activities are you involved in when you are not working with participating students?

- What resources are available to you in implementing the services to Title I/SCE participants (equipment, materials, in-service training, etc.)?

- Where are these services given (time periods, location)?

- How are the services related to regular classroom activities?

- Verify that the instructional services are provided to the identified participants only and are not used to meet the general needs of the school.

- When a position is multifunded, how do you ensure that the proportion of time spent is equitable according to the funding source?

- Do you know what percentage of your time is Title I/SCE and what percentage is SIP?

- How is the initial assessment made to establish a participant's specific needs?

- Who does the assessment?

- How does the assessment information get back to the classroom teacher (if assessment is done by resource personnel)?

- How does the teacher decide whom you will work with?

- How is your work coordinated with the classroom teacher?

- Do you have planning periods with the classroom teacher?

- How are groups established?

- Who establishes the schedule for assigning students to learning centers?

- What are the Title I/SCE participants missing from the regular program while they are receiving excess cost services? Are these services superior in size, scope, and quality to what they are missing?

- Describe the ongoing assessment of participants to determine mastery of concepts or skills.

Observation

In visiting the classroom and instructional centers:

- Look for evidence of resources (including the type of staff, equipment, and materials) to be used in the implementation of the program as approved.

- Verify that the teacher, aide, resource teacher, or volunteer can identify participating students and is aware of their special needs.

- Determine that excess cost services are related to special needs of participants.

- Do excess cost services plus the regular activities in which the students participate meet their needs?

- Find out whether Title I/SCE personnel are working with participating students.

- Verify that the instructional services are provided to the identified participants only and are not used to meet the general needs of the school.

- Verify that the instructional settings and time periods for participants do not allow supplanting of district and state effort.

- Determine whether the duties and proportion of time spent for those duties are appropriate to each funding source.

- Find out whether the skills and knowledge gained from staff development activities are being applied in the classroom in meeting the special needs of Title I/SCE participants.

- What are the Title I/SCE participants missing from the regular program while they are receiving excess cost services? Are these services superior in size, scope, and quality to what they are missing?

Records/Documents

- Request a list of staff paid with Consolidated Application funds and a record of the percentage of time for multifunded personnel.

- Review assessment information:

  a. Initial b. Ongoing

- Review job descriptions for Consolidated Application personnel. (NOTE: Job descriptions will not establish evidence of compliance by themselves.)

- Review school/district procedures for justification of expeditures:

  a. Equipment b. Materials, supplies

- Review the management systems used at the school to control use of equipment, materials, and supplies.

- Request equipment inventory (if available).

- Verify that "petty cash" or open account expenditures are not being used.

- Review samples of purchase orders, requisitions, etc.

- Verify the relationship of those expenditures to the objectives and activities in the instruction or support components for participating students.

INSTRUCTION--Bilingual Education

- Identification of Students (Item 9)
- Diagnostic Assessment of Students (Item 10)
- Provision of an "a," "b," "c," or "d" Type Program (Items 11 and 12)
- Composition of Classrooms (Items 13-15)
- Staffing (Items 16 and 17)

Interview

- Verify with teachers, aides, parents of LEP students, and with LEP students, that instructional divisions listed in Item 12 of the School Program Compliance Review Screening Items are taught in the bilingual classes.

- Verify with teachers, aides, and parents of fluent-English-proficient (FEP) students and students themselves that second language instruction is offered in the bilingual classes.

- Verify with the principal that the school uses a Department-approved English language proficiency test to determine which students are LEP.

- Verify with each principal and/or principal teacher of LEP students in the bilingual program that each bilingual teaching position is staffed by a bilingual cross-cultural teacher or that the position is under an approved waiver.

- Verify with the principal that the English reading and writing skills of all pupils with a primary language other than English in grades three through twelve who score fluent on the oral proficiency test in English are assessed using district specified criteria, instruments, and procedures.

- Verify with each teacher in a bilingual position under waiver that he or she has the assistance of a bilingual cross-cultural teacher aide.

- Verify with the principal the number of bilingual credentialed teachers and teachers under approved waiver at the school. Use Appendix 4.

- Verify with individual teachers that specific LEP students receive the type of individual learning program specified in item 19.

- Verify with the principal that the primary language and English language proficiency of each LEP student has been assessed in comprehension, speaking, reading, and writing. When they are available, parallel forms of the English proficiency instruments are used.

- Verify with the principal that the pupil's relative language proficiency is used to determine the extent and sequence in which English and the primary language will be used.

Observation

While visiting the classrooms, verify the following:

- That lessons in bilingual classrooms for the instructional divisions listed in item 12 take place.

- In any kidergarten through grade six bilingual classroom, all LEP students have the same primary language.

- Fluent-English-proficient students in "a", "b", or "c" bilingual classrooms are offered instruction in the primary language of the LEP students.

- Each teacher in a bilingual position under waiver has assistance from a bilingual cross-cultural teacher aide.

Records/Documents

- Verify that all LEP students are on class lists for bilingual classes in kindergarten through grade twelve or are receiving services through an ILP.

- Verify that there is on file at the school a written withdrawal request signed by a parent or guardian withdrawing his or her child from any bilingual program, including ILPs.

- Verify that lesson plans for bilingual classes cover the instructional divisions listed.

- Verify that there is an updated list of properly identified LEP students.

- Verify that there is a completed home language survey for every child.

- Review test results to verify that each new student with a primary language other than English is given a language proficiency assessment in English within 30 days of enrollment.

- Verify through records that all special education and migrant students have been included in the census.

- Check bilingual classroom lists to see that all LEP students in an "a," "b," or "c" class have the same primary language.

- Check bilingual classroom lists to verify that not more than two-thirds or less than one-third of the pupils in an "a," "b," or "c" class are limited-English-proficient (LEP).

- Verify that lesson plans for bilingual classrooms offer instruction to fluent-English-proficient students in the primary language of the LEP students.

- Verify that staff development records include types of topics listed.

- Verify that the initial diagnostic assessment is completed within 90 days of a pupil's enrollment.

- Provision of ILPs (Item 18)

Observation

- LEP students are receiving services in an individual learning program through a bilingual teacher and/or bilingual cross-cultural teacher aide.

- Bilingual cross-cultural teacher aide is defined as an aide fluent in English and the primary language of the LEP students in a bilingual bicultural program. Such an aide shall be familiar with the cultural heritage of the limited-English-proficient students in the bilingual classes to which he or she is assigned.

- Dealing with ILP instruction, verify that for every child that has been identified as a limited-English-proficient student and is not part of an "a," "b," "c," or "d" type program, there is evidence that all conditions as stated in item 18 have been met or addressed.

- Look for activities in which a student's primary language is used to support his or her educational program in the total curriculum.

- Look at how much time the student receives support in the primary language and ESL.

- Verify that there is access of the limited-English-proficient student to a bilingual teacher or aide.

Records/Documents

- Verify that identified LEP students are listed as receiving an ILP.

- Verify that the actual ILP is in writing and is located in the classroom where the student is or in a centralized location accessible to those working with the student.

- Verify that the actual format of the ILP includes the two essential elements, namely, instruction in English-as-a-second language and use of the primary language in an educationally supportive manner.

- Verify that there was written or documented evidence of previous consultation with parent and guardian related to the student's initial screening and placement.

- Reclassification (Item 19)

Interview

- Ask the principal and teachers how reclassification decisions are made.

Records/Documents

- Ask to see a copy of the district-adopted reclassification procedures.

- Ask to see the results of reclassification assessments made for pupils reclassified to FEP status during the current school year.

INSTRUCTION--Special Education (Item 20)

Interview

- Are services provided as soon after placement as possible?

- How do you provide for maximum interaction with students who are not handicapped while meeting the special education needs of the student?

- What are some examples of how individuals with exceptional needs interact with students who are not handicapped?

- Are placement, instruction, and related services provided at no cost to the parent? Are placement and related services based upon needs identified in the IEP? (Reviewer's note: Not upon availability of program, space, and/or staff.)

- Are career/vocational education and counseling available to each student with exceptional needs (secondary)?

- How do regular and special education teachers coordinate instruction? How are materials, media, equipment, and schedules adapted to the needs of the child?

Observation

In visiting the regular education classrooms and special education programs:

- Verify that maximum interaction with nonhandicapped students occurs while special education needs are being met.

- Special education students are actively involved in a positive manner in the physical education program to which they are assigned.

- Verify that instruction (in the resource rooms) is in addition to and articulated with regular classroom instruction.

- How are media, materials, and equipment adapted to the needs of the students?

- Verify that the schedule of the handicapped student is an accurate reflection of the schedule of nonhandicapped peers.

Records/Documents

- Verify dates of placement and initiation of services.

- Check relationship between IEP identified program needs and availability of programs.

- Check IEP for evidence of vocational assessment and placement in appropriate programs (secondary).

- Check for records of student's progress.

INSTRUCTION--Miller-Unruh (Items 21-23)

Interview

- Determine that the teacher has been relieved of all regular teaching assignments and administrative duties and devotes full time to Miller-Unruh teacher duties.

- Determine that Miller-Unruh teacher or teachers serve either students in kindergarten through grade three or grades four through six unless under an approved waiver.

Observation

- Verify that the Miller-Unruh teacher is serving students in kindergarten through grade three or grades four through six.

- Through interview and observation, verify that the Miller-Unruh teacher is supplementing reading instruction in the regular classroom by working with small groups or individual students and is providing assistance to the regular classroom teacher.

INSTRUCTION--Native American (Item 24)

Interview

- Determine if Native American students are participating in any consolidated application program for which they are eligible.

- Determine if Native American students' parents are involved where they are eligible.

Records/Documents

- Review list of Native American students.

- Determine if Native American culture is an emphasis in the school's multicultural component of their school plan.

II. INSTRUCTIONAL SUPPORT

INSTRUCTIONAL SUPPORT--SIP, TITLE I/SCE, BILINGUAL

- Staff Development (Items 25-27)

Interview

- How have staff been involved in determining the skills necessary to implement the program as planned?

- How have certificated, classified, and volunteer personnel been involved in determining the needs of the staff?

- Inquire of interviewees how the staff have participated and will participate in staff development activities.

- Did staff development activities address expressed needs of staff (classroom teachers, other school personnel, instructional aides, parents, volunteers, and students in secondary schools)?

- How effective do staff feel staff development has been in strengthening their skills of knowledge to implement the program.

- How have the new skills and knowledge acquired helped to fulfill each person's responsibility in supporting the school program?

- What staff development activities included joint participation of teachers and aides?

Records/Documents

- Review staff development activities:

  a. Content b. Attendance

- Review staff survey regarding staff development needs. Determine whether those expressed needs have been or will be met during the school year.

- Review evaluation responses.

- Review the school-level plan, "Staff Development Component."

Use of Consolidated Application Resources in Instructional Support Areas (Items 28-30)

Interview

- Describe the management system for ensuring that Title I/SCE equipment, supplies, and materials are used only for Title I/SCE students.

Observation

In visiting classrooms and instructional centers, verify that:

- Title I/SCE equipment, supplies, and materials are being used by project students to meet their special needs and are not used to meet general class or school needs.

Records/Documents

Review a sampling of purchase orders and requisitions to verify that materials, supplies, and equipment purchased are reflected in activities found in the solution procedures and are related to the unmet needs of participants.

In assessing the use of the resources in instructional support through interview and observation records:

- Verify possible areas of supplanting such as reduction of local support efforts as a result of additional categorical funding.
- Verify through observation and records that the resources are, in fact, allocated to the students for whom they are intended.
- Verify during classroom observation or through record keeping that the materials and equipment purchased for those students are indeed used only for their benefit.

INSTRUCTIONAL SUPPORT--SCHOOL IMPROVEMENT PROGRAM

- Staff Development (Items 31 and 32)

Interview

- Inquire as to the extent to which staff development activities express the needs of teachers, other school personnel, instructional aides, etc.
- Verify that teachers and other school personnel, including the site principal, have participated in the design and implementation of staff development activities.
- During the teacher interview, determine if the teachers have been in the majority of any group participating in the design and implementation of the staff development activities.

- District Master Plan (Item 33)

Interview

- How are district services provided to assist the school?
- What district services have been provided to assist the school in implementing their School Improvement Plan?

Records/Documents

- Review district master plan for School Improvement (elements 1-10).
- Review school plan if assistance from district is part of school's consolidated application plan.
- Review district strategies to assist the school as part of the updated district master plan if not part of the school plan.

INSTRUCTIONAL SUPPORT--COMPENSATORY EDUCATION PROGRAM

- Use of Resources (Items 34-36)
- Noninstructional Service (Item 37)

Through interview and observation:

- Verify that the use of the resources identified as instructional support from compensatory education funding are not used to meet the general needs of the school or other students that are not identified as program participants.

- Verify that there is an equitable provision of services as compared to the services provided to the rest of the students.

Through verification of records and observation:

- Assess that there is a direct proportion between the duties and the amount of funding of personnel assigned to Title I/SCE services.

- Verify the existence of some records demonstrating the proportions of time and relationships of fundings.

INSTRUCTIONAL SUPPORT--BILINGUAL EDUCATION PROGRAM

- Staff Development (Item 38)

- Verify that staff development records include types of topics listed.

- Also verify that there are appropriate activities designed to increase the competencies of those teachers working in classes providing services to the LEP students.

- During the interviews with teachers and aides, inquire about methodologies or other areas of staff development that address bilingual cross-cultural philosophy and linguistic skills, including ESL and primary language methodology.

- Verify with both bilingual teachers and aides that in-service training does take place.

- Parent Notification (Item 39)

- Verify with parents of LEP students that proper notification has been given.

- Request to see sample copies of parent notification letters containing all the elements listed, namely, a simple, nontechnical description of the program, an invitation to parents to visit the program, and an opportunity to participate in the bilingual advisory committees and an invitation to come to the school for a conference concerning the programs objectives.

III. IMPROVEMENT PROCESS--PLANNING, IMPLEMENTING, AND EVALUATING

SCHOOL SITE COUNCIL (SSC)

- Establishment of the SSC (Item 40)
- Membership and Selection (Items 41 and 42)
- Role and Responsibilities (Item 43 and 44)
- Support to the SSC (Items 45 and 46)

Interview

Ask interviewees about how the committee was structured. Does it comply with provisions in the law regarding selection of a school site council. Example:

- How were you selected as a member of the SSC?
- What is the SSC procedures for filling vacancies that occur during the year?
- How long can you remain a member of the SSC?
- Who are the teacher representatives?
- Who are the student representatives (secondary school)?

Records/Documents

- Review SSC minutes.
- Check membership list.
- Review SSC bylaws and/or district school policies.
- Review district policy regarding selection of SSC.

Interview

Inquire of the interviewees if they are aware of their duties and responsibilities.

- Do they know about and understand the role of the SSC as described in the District Master Plan for School Improvement?
- Establish specific activities where SSC involvement is evident.
- Establish verification that there is a plan to include the SSC in the review of program implementation and in making judgments about the assessment of program effectiveness.

- How are SSC recommendations used?

- Explain the process at the school for deciding what would be included in the School Improvement plan.

- What is your role as an SSC member?

- How have you been involved in:

  - Planning the program?
  - Review of program implementation (carrying it out)?
  - Assessment for program effectiveness?
  - Deciding to change it?
  - Establishing the School Improvement budgets?

- Are interviewees knowledgeable of statute requirements?

- Do they understand the intent of the statute regarding their responsibility of the SSC?

- What assistance or support has the district given the SSC in fulfilling its purpose?

- Is the SSC aware of an existing consolidated application grievance procedure?

- What steps do SSC members take if they have a grievance?

SCHOOL ADVISORY COUNCIL (SAC)

- Establishment of the SAC (Item 47)

- Membership and Selection (Items 48-51)

- Roles and Responsibilities (Items 52 and 53)

- Support to the SAC (Items 54 and 55)

Interview--School Advisory Council or Bilingual Advisory Committee

- Ask interviewees if they are knowledgeable of federal regulations regarding selection of SAC members.

- What procedure did your school/district use in selecting the present members of the SAC or the bilingual advisory committee?

- Parents, were you asked to give your permission to be identified as members of the SAC?

- How was this consent given to the school?

- When did you receive your notice regarding time and place for selection of SAC members?

- Was it in a language that you understood?

- Did the notice go to all parents in the attendance area?

- Do you know if a majority of members on your SAC are parents of participating students?

Records/Documents

- Review district selection process. (Verify that policy includes selection by parents in the attendance area.)

- Check that SAC/district advisory council (DAC) composition represent a majority of parents of participating students.

- Review SAC/DAC bylaws or school/district policies regarding SAC/DAC.

- Review SAC up-to-date membership list to determine if number of members is correct.

- Review district method for verifying that parents gave their consent to members of SAC.

- Review district procedures regarding time, place, and method of selection for SAC members.

- Verify that the notice sent to parents did meet the appropriate language requirements.

- Review copies of notices sent to parents.

- Verify that community members (if selected) were selected by parents of students attending the school.

Interview--School Advisory Council

- Does information reviewed in the minutes establish planned activities for SAC involvement?

- How were you involved in planning the program (for this year)?

- What is planned to assure your involvement in:

  - Program implementation (carrying it out)?
  - Making necessary changes in the program during the year?
  - Evaluating the program (how well have we met our planned objectives)?

- Verify that members are knowledgeable of bylaws or policies governing the opinion of SAC.

- Is SAC aware of existing consolidated application grievance procedure?

- What steps do SAC/DAC take if they have a grievance?

- How does the SAC coordinate its activities with the district administration and other councils?

- What is the process used in making recommendations?

- How are these recommendations used?

- Identify activities presently occurring as a result of SAC/DAC recommendations.

- Verify that federal and state documents are provided to SAC/DAC members on request.

- Did SAC members have an opportunity to express their needs in carrying out their functions?

- Verify that the request did or will take place through a training session.

Records/Documents

- Review the SAC up-to-date membership list to determine if membership balance is correct.

- Review SAC/DAC minutes for content.

- Review the school procedures for:

  - Planning the programs
  - Carrying out the planned programs
  - Modifying programs
  - Assessing the programs

- Review district's established procedure for providing program information to SAC/DAC.

- Request to see samples of program information given to SAC.

- Review bylaws or policy regarding operations of SAC.

- Verify that SAC/DAC minutes are maintained.

  - List of members
  - Attendance at meetings
  - Minutes of each meeting

- Check any records which might show rise of SAC/DAC recommendations and involvement.

- Review SAC/DAC grievance procedure.

- Review training agendas, notice of meetings, attendance at training sessions.

BILINGUAL ADVISORY COMMITTEE (BAC)

- Establishment of the BAC (Item 56)
- Membership and Selection (Item 57)
- Roles and Responsibilities (Item 58)
- Support to the BAC (Item 59)

Interview

- Verify that members had a role in conducting the census and advising the staff on the development of the bilingual program.
- Ascertain the degree to which the committee's involvement has been solicited by the school administration.

Records/Documents

- Review school/district records reflecting BAC establishment and involvement.
- Review plan for BAC continued involvement.
- Review minutes for content, e.g., election results.
- Review bylaws or other school policies relating to the school's Bilingual Advisory Committee.
- Verify that BAC's membership reflects the same percentage of parents of LEP students as does the student LEP population in the school.

IMPROVEMENT PROCESS--Special Education

- Search and Referral (Item 60)

Interview

- How well do parents and staff understand when and how to refer a student for special educaton?
- In what ways are the classroom and school environment, materials, and teaching strategies modified to meet the needs of the student before referral to special education? What alternative regular program placements were considered?
- How well do parents and staff understand the procedures for making modifications to the regular program?
- Is the referral process of the school consistent with SESR procedures? How well is it working for the school?

Observation

- Is there evidence that the regular classroom program is being modified to meet the needs of students?

Records/Documents

- Examine records to determine that all referrals have been processed.
- Look for evidence of program changes attempted in the regular education program prior to referral of a child for special education services.
- Review SESR procedures to determine school site compliance with the recommended referral process.
- Is the procedure working for the school site?
- Sample assessment plans to determine if referral information is utilized.

• Assessment (Item 61)

Interview

- Do all parents give written consent prior to assessment? Are they informed of results?
- Is the assessment plan developed within 15 days of referral?
- Are assessment plans developed and carried out by a multidisciplinary team, including at least one teacher or specialist in the area of suspected disability?
- Is the child assessed in all areas of strengths, needs, modes of learning, as well as areas of suspected disability?
- In what ways are the academic and nonacademic needs and strengths of the student assessed? (Health, vision, hearing, social/emotional status, social/cultural background, physical conditions, academic performance, communicative status, motor abilities, adaptive behavior, vocational aptitudes, interests).
- Are primary language needs of parents and pupils provided for in the assessment process?

Records/Documents

- Is there evidence that written consent was obtained prior to assessment and that parents were informed of the assessment results?

- Check documentation of compliance with all regulations regarding assessment.

  - Was the assessment plan developed within 15 days?

  - Was the assessment made by a multidisciplinary team?

  - Was the child assessed in all areas related to the suspected disability?

  - Was the assessment completed before initial special education placement?

  - Is there evidence that no single procedure was used as the criterion for determining the placement of the child?

  - Were the assessment materials and procedures selected and administered so as not to be racially, culturally, and/or linguistically discriminatory?

- Examine the evidence of practices and procedures to determine if parents were informed of their right to obtain an independent evaluation of their child at public expense.

- Is there evidence that independent assessments were considered in making decisions regarding the child's education?

- Individualized Education Program (Item 62)

Interview

- Who typically participates in the IEP team meeting?

- Are the student's current teacher, principal (or designee), and parent included on the team?

- Is the IEP meeting arranged at a time and place mutually agreed upon by the parents?

- Are assessment personnel available at the initial IEP meeting?

- Are IEP team members provided with information regarding the range and types of special education services available?

- How is the IEP used as a management tool for the student's program (e.g., to coordinate services, allocate services, allocate time, monitor progress, evaluate placement)?

- Does the instruction in the resource specialist room vary to reflect the individual needs identified in the IEP?

- Is a meeting held to review and, if appropriate, to revise each student's IEP at least once a year?

- What is the relationship between assessment information, goals and objectives, and placement in least restrictive environment?

Observation

Observe a sample of special education students to determine the following.

- Are special education services provided as specified in IEP?

- Is the extent of participation in the regular education program consistent with the intent of the IEP?

Records/Documents

Utilizing a random sampling of current IEPs, verify that they include the following:

- Present levels of the student's performance.

- Annual goals based on assessment results.

- Short-term objectives based on annual goals.

- Specific special education and related services.

- The extent of the student's participation in regular education services.

- How physical education and appropriate career/vocational education needs are being met.

- Projected dates of initiation of services.

- Anticipated duration of services.

- Objective criteria, evaluation procedures, and schedules for determining, at least annually, if short-term objectives are being met.

- Statement of consent and parent signature.

EVALUATION--SIP, Title I/SCE (Item 63)

Records/Documents

Review the SAC/SSC minutes to verify that results of the annual evaluation have been reported by the district governing board. (This report is usually given by a district staffperson.)

EVALUATION--Compensatory Education (Item 64)

Records/Documents

Review the minutes of the SAC to verify that the council has been informed of the progress of the compensatory education program at least once a year.

SCHOOL PROGRAM COMPLIANCE REVIEW SCREENING ITEMS
1981-82

For the reviewers' convenience, the items are organized into three major sections which coincide with the major sections of the Program Review Handbook: I. Instruction; II. Instructional Support; III. Improvement Process.

I. INSTRUCTION

INSTRUCTION--SIP, Title I/SCE, Bilingual

Use of Consolidated Application Resources in the Instructional Program

1. Consolidated application funds are used to provide services which supplement and do not supplant local and other state funds. (EC 52034(i); TI 126)

2. Services, equipment, materials, and supplies purchased with funds from a consolidated application source are used only with or for students eligible for service from that source. (T5 3944(a); TI 123 and 124)

Isolation and Segregation

3. The program utilizing consolidated application funds does not:

   a. Segregate students on the basis of race, ethnicity, religion, sex, or socioeconomic status.

   b. Create special tracks for the educationally disadvantaged.

   c. Establish adjustment, pregrade, or junior grade classes for the educationally disadvantaged.

   d. Physically isolate children from their classmates on a scheduled daily basis except:

      Elementary--On a temporary basis as a result of a comprehensive diagnostic assessment until the diagnosed need has been alleviated. (This instruction does not substitute for instruction in the regular classroom.)

      Secondary--For a limited portion of the day as a result of a comprehensive diagnotic assessment of student needs and such assignment will terminate when the diagnosed need has been alleviated. (T5 3934)

Key to references listed in parentheses after each compliance item:
T5--California Administrative Code, Title 5, Education
EC--California Education Code
TI--Title I, ESEA, Basic, Sections 101 through 134
34 CFR--Code of Federal Regulations

INSTRUCTION--Compensatory Education

Selection of Participants

*4. Title I/SCE students who are participants were chosen in accordance with the specific criteria established by the district. (T5 4414; TI 122-124)

Provision of Program

5. The program provided is of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of the participants. (TI 124)

Use of Resources

*6. Instructional services or other resources funded by Title I/SCE funds are provided only to those students selected as particpants and are not being used to meet the general needs of the school, the student body at large, or specified grades in the school. (TI 123, 124, 126)

*7. Instructional services from state and local funds provided to Title I/SCE participants are equitable with those provided all other students. (T5 3940; TI 126)

*8. When positions of instructional staff are multifunded using Title I/SCE funds, the duties and proportion of time spent for those duties are appropriate to those funding sources. (T5 3944; TI 127)

INSTRUCTION--Bilingual Education

Identification of Students

9. The school maintains an updated list of properly identified limited-English-proficient (LEP) students, kindergarten through grade twelve. (T5 4304, 4305; EC 52164, 52164.1)

Diagnostic Assessment of Students

10. A diagnostic assessment of each LEP pupil, kindergarten through grade twelve, has been made. (EC 52164.1(c))

Provision of an "a," "b," "c," or "d" Type Program

11. In kindergarten through grade six, where there are ten or more LEP students with the same primary language at a grade level, regardless of funding sources, an "a," "b," or "c" bilingual program is provided to each identifed LEP student (unless withdrawn by his or her parent or guardian). (EC 52165, 52173)

*These items do not apply to Title I/SCE schoolwide projects.

12. The "a," "b," or "c" program consists of at least the following for LEP students:

- Daily English language development, including, when appropriate, reading and writing skills.

- In an "a" program, daily primary language instruction in math and language arts, including, when appropriate, reading and writing for the purpose of sustaining achievment until the transfer to English is made.

- In a "b" program, instruction designed to develop the pupil's primary language, including, when appropriate, reading and writing and other selected subjects taught in the primary language.

- In a "c" program, primary language instruction as required in option "a" or "b."

All secondary LEP students, grades seven through twelve, in a "d" program are provided a program which consists of at least the following:

- Primary language instructional support in nonelective content courses required for graduation.

- At least one period a day of English language development, including, when appropriate, reading and writing skills. (EC 52165, 52163)

Composition of Classrooms

13. In any K-6 bilingual education classroom, the LEP students have the same primary language. (T5 4306)

14. No more than two-thirds nor less than one-third of the students in each K-6 bilingual education classroom are LEP. (EC 52167)

15. Fluent-English-proficient students in each K-6 bilingual classroom are offered instruction in the language of their LEP classmates. (T5 4306)

Staffing

16. In kindergarten through grade six, each "a," "b," or "c" classroom is staffed by a teacher who holds a certificate of competence or a bilingual cross-cultural credential or is under State Board approved waiver. (T5 4308, 4309; EC 52172, 52178)

17. Each K-6 teacher in a position under waiver has the assistance of a bilingual cross-cultural teacher's aide. (T5 4309; EC 52178)

Provision of ILPs

18. All kindergarten through grade six LEP students not served in an "a," "b," or "c" type program, including:

    a. Each LEP student withdrawn by his or her parent or guardian from the "a," "b," or "c" program

    b. Each LEP student in grades in which fewer than ten LEP students of the same primary language are enrolled

    and all LEP secondary students, grades seven through twelve not served in a "d" program, are provided, unless withdrawn by a parent or guardian, a bilingual individual learning program which:

    a. Is based on an individual student diagnostic assessment and consultation with the student and parent or guardian

    b. Is written and kept on file at the school, with a list by name, grade, and language of those students receiving the program

    c. Contains activities which are designed to teach the student English-as-a-second-language (ESL)

    d. Contains activities which utilize the student's primary language in an educationally supportive manner

    e. Provides a bilingual learning opportunity through the use of a bilingual cross-cultural teacher and/or a bilingual cross-cultural teacher's aide (T5 4301; EC 52165(b), 52163(f))

Reclassification

19. The school consistently follows the district-adopted language reclassification criteria in reclassifying kindergarten through grade twelve LEP pupils. (EC 52164.6)

INSTRUCTION--Special Education

20. The school provides special education and related services in accordance with individualized education programs in the least restrictive environment and with the requirement of free appropriate education. (34 CFR 300.4, 300.300, 300.304, 300.349, 300.500, 300.551; 20 USC 1401(18), 1412(2)(a)(b), 1414(a)(1)(c), 1414(a)(5)(b); EC 56001(e), 56001(g), 56031, 56200(b), 56345(a)(4)

INSTRUCTION--Miller-Unruh

21. The Miller-Unruh teacher devotes full time in performance of the following responsibilities:

    a. Supplementing the reading instruction otherwise provided in regular class for all pupils in grade one

    b. Providing instruction to small groups of pupils, and to individual pupils, in grades two and three or four through six who have been determined to have reading disabilities

    c. Providing in-service training on instructional techniques (EC 54146, 54147)

22. The Miller-Unruh teacher or teachers serve either students in kindergarten through grade three or grades four through six unless under an approved waiver. (EC 54167)

23. The Miller-Unruh teacher has been relieved of all regular teaching and administrative responsibilities. (EC 54146)

INSTRUCTION--Native American

NOTE: This item applies to schools with ten or more Native American students.

24. There is an implemented plan which provides equal educational opportunity for Native American students. Native American students are not foreclosed from participation in any consolidated application program for which they are eligible. (T5 3934; State Board of Education Policy Statement)

II. INSTRUCTIONAL SUPPORT

INSTRUCTIONAL SUPPORT--SIP, Title I/SCE, Bilingual

Staff Development

25. All certificated, paraprofessional, other appropriate classified, volunteer personnel involved in the school program participate each year in ongoing staff development activities related to the unmet needs of staff for implementing the program. (T5 3933; TI 124)

26. Staff development activities provide joint participation of certificated, paraprofessional, other appropriate classified, and volunteer personnel. (T5 3933; TI 124)

27. Staff development activities did or will address the objectives specified in the plan and the capacity of school personnel to implement the planned program. (EC 52019(a))

Use of Consolidated Application Resources in Instructional Support Areas

28. Consolidated application funds are used to provide, in instructional support areas, services which supplement and do not supplant local and other state funds. (EC 52034(i); TI 126)

29. Consolidated application funds are used to provide instructional support services only for:

    a. Students eligible for service from that source
    b. Staff development for adults who work with eligible students
    c. Parent education and participation activities for parents of eligible students (T5 3944)

30. Equipment, materials, and supplies purchased with funds from a consolidated application source for instructional support areas are used only with or for students eligible for service from that source. (T5 3944(a); TI 124)

INSTRUCTIONAL SUPPORT--School Improvement Program

Staff Development

31. Staff development activities were designed and implemented by classroom teachers and other school personnel, including the school principal, with the aid of outside personnel, as necessary. (EC 52019(a))

32. Classroom teachers are in the majority of any group designated to design staff development programs for instructional personnel. (EC 52019(b))

District Master Plan

33. An up-to-date copy of the district master plan for SIP (elements 1 through 10 and district strategies to assist this school) is maintained at the school. (T5 4023)

INSTRUCTIONAL SUPPORT--Compensatory Education Program

Use of Resources

*34. Instructional support services or resources funded by Title I/SCE are provided only to those students selected as participants and are not being used to meet the general needs of the school, the student body at large, or specified grades in the school. (TI 124, 126)

*35. Instructional support services from state and local funds provided to Title I/SCE participants are equitable with those provided all other students. (T5 3940; TI 126)

*36. When instructional support positions are multifunded using Title I/SCE funds, there is written evidence that the duties and proportion of time spent for those duties are appropriate to those funding sources. (T5 3941, 3944; TI 127)

Noninstructional Service

37. Where staff paid with Title I funds are assigned to supervisory (yard, bus, or lunchroom) duties, the district has evidence that such duties include only those to which similarly situated salaried non-Title I staff are assigned, and do not exceed the same proportion of total time assigned to non-Title I staff, or 10 percent of the total time, whichever is less. (EC 52034; TI 134)

INSTRUCTIONAL SUPPORT--Bilingual Education Program

NOTE: Items 38 and 39 apply to those specific grade levels, kindergarten through grade six, where there are ten or more LEP students with the same primary language, regardless of funding sources or amounts.

Staff Development

38. Staff development includes activities which identify and improve bilingual teaching methodologies and bilingual cross-cultural philosophy and education skills of teachers and aides. (EC 52170(b))

Parent Notification

39. Before a LEP student was enrolled in an "a," "b," "c," or (for grades seven through twelve) "d" program, a written notification in English and in the primary language was sent to the parent or guardian of the student. The notification stated that unless the school was requested in writing by the parent or guardian to withdraw the student from the program, the student would remain assigned. In addition, this written notification to parent or guardian included: (a) a simple, nontechnical description of the program's content and purposes; (b) an invitation to visit the program; (c) an opportunity to participate in the district or school committee on bilingual education; and (d) an invitation to come to the school for a conference concerning the program's objectives. (T5 4307; EC 52173)

*These items do not apply to Title I/SCE schoolwide projects.

III. IMPROVEMENT PROCESS--PLANNING, IMPLEMENTING, AND EVALUATING

School Site Council (SSC)

NOTE: Items in this section apply to schools receiving School Improvement Program funds.

Establishment of the SSC

40. A school site council has been established. (EC 52012)

Membership and Selection

41. The membership of the SSC is as follows:

- In elementary schools, half of the members are (a) the principal, classroom teachers, and other school personnel; and half are (b) parents or other community members not employed by the school district. Classroom teachers are a majority of group (a).

- In secondary schools, half of the members are (a) the principal, classroom teachers, and other school personnel; and half are (b) students, parents, or community members not employed by the school district. Classroom teachers are a majority of group (a); students comprise one-half of group (b). (EC 52012)

42. Each of the following were selected by their peers at the school: [refer to procedures described in the school plan] teachers; other school personnel; parents of students attending the school. Community members (if selected) were selected by parents of students attending the school. In secondary schools, students were selected by other students. (EC 52012)

Roles and Responsibilities

43. The SSC developed the school improvement plan, including the school improvement budget, and recommended it to the governing board for approval. (EC 52034)

44. The SSC, with the principal, teachers, and other school personnel, is reviewing the implementation of the school improvement program and is assessing, periodically, the effectiveness of the program. (EC 52021)

Support to the SSC

45. Staff development activities did or will address the capacity of the SSC to monitor and evaluate the school improvement programs. (EC 52019)

46. Staff development activities for members of the school site council were designed in conjunction with members. (EC 52019(b))

School Advisory Council (SAC)

NOTE: Items 46, 47, and 49 through 55 apply only to participating schools. Item 49 applies only to schools serving 75 or more students with Title I/SCE funds.

Establishment of the SAC

47. A school advisory council has been established. (TI 125)

Membership and Selection

*48. A majority of the members on the Title I/SCE SAC parents are parents of participating educationally disadvantaged students. (T5 4423; TI 125)

49. The SAC is composed of at least eight members who shall serve for terms of two years. (TI 125)

50. The SAC includes broad representation of the parent population, including socioeconomic and ethnic groups in the school attendance area. (T5 4423)

51. The members of the Title I/SCE SAC were elected by parents in the school project area. All parents in the attendance area, including parents of nonpublic school students, were eligible to particpate in the selection of council members. (T5 4423; TI 125)

Roles and Responsibilities

52. The SAC is involved in planning, implementing, and evaluating the program for participating students. (T5 4101; TI 125)

53. The SAC operates under procedures which are adequate to ensure timely and proper performance of its functions; there is evidence that the SAC:

- Has procedures for convening meetings
- Records and maintains minutes of its meetings (T5 4101; TI 125)

Support to the SAC

54. The district has made available to SAC members copies of the ESEA, Title I, law and regulations, consolidated application regulations, state administrative directions, and other information, as appropriate, for planning, implementing, and evaluating the program. (T5 4101; TI 125)

55. The SAC training program is planned in full consultation with the membership and provides appropriate materials and assistance to the members to enable them to carry out their functions. (T5 4101; TI 125)

*This item does not apply to Title I/SCE schoolwide projects.

Bilingual Advisory Committee (BAC)

NOTE: Items in this section apply to schools with 21 or more limited-English-proficient students.

Establishment of the BAC

56. A school advisory committee on bilingual education has been established. (T5 4311; EC 52176)

Membership and Selection

57. As a result of election by the parents or guardians of LEP students, the percentage of parents or guardians of LEP students on the school committee on bilingual education is at least as great as the percentage of LEP students in the school. (T5 4311; EC 52176)

Roles and Responsibilities

58. The school committee on bilingual education has assisted in conducting the school's needs assessment and language census and has advised the principal and staff on the development of the school's bilingual education program. (EC 52176)

Support to the BAC

59. Based on full consultation with its members, the school committee on bilingual education has been provided training materials and training appropriate to carrying out committee responsibilities. (T5 4311)

IMPROVEMENT PROCESS--Special Education

Search and Referral

60. All children in need of special education and related services must be identified, located, and referred. (34 CFR 300.220; 20 USC 1414(a)(a)(A))

Assessment

61. The school shall establish and implement procedures for educational assessment for each individual with exceptional needs. (34 CFR 300.200; 20 USC 1412(5)(c))

Individualized Education Program

62. An individualized education program shall be developed for every individual with exceptional needs and shall be reviewed periodically and not less than annually. (34 CFR 300.341, 300.342, 300.343)

EVALUATION--SIP, Title I/SCE

63. The school has established and is implementing procedures for periodic evaluation of the program. (T5 4422; EC 52015(g); TI 124)

EVALUATION--Compensatory Education

64. There is evidence that the district governing board has reported results of the annual evaluation of the compensatory education program to the SAC. (T5 4101; TI 124)

Appendix 1

SCHOOL PROGRAM COMPLIANCE REVIEW--NOTICE OF FINDINGS
Form PR2

This document serves as the official transmittal letter accompanying the Compliance Screening Instrument. It will normally be prepared by the school program review team leader, signed by each member of the team and the principal, and presented to the school principal at the completion of the program review.

California State Department of Education
Consolidated Programs Division
Form PR2 (9-81)

White--Centralized Services Section
Yellow--Centralized Services Section
Pink--Principal (school copy)
Goldenrod--Principal (district copy)

SCHOOL PROGRAM COMPLIANCE REVIEW--NOTICE OF FINDINGS

CDS code														

County	Cooperative
District	Consortium
School	Date of notification (month/date/year)

The attached copy of the School Program Compliance Review Screening Instrument is the official report of findings of the State Department of Education program review regarding the compliance status of the school.

1. Purpose. The purpose of the school program compliance review is to examine the school's consolidated application programs for compliance with federal and state regulations. The School Program Compliance Review Screening Instrument is designed for use by the State Department of Education program review teams. Schools are encouraged to use it for examining the compliance of their program.

2. Signatures and Distribution. This notice of findings will be completed and attached to the School Program Compliance Review Screening Instrument at the completion of the program review. Copies of all school compliance review documents will be distributed as follows: original and one copy to the State Department of Education and two copies to the school principal acting as the official representative of the district. The principal is responsible for distributing copies to the appropriate district office personnel.

3. Required Response. If noncompliance issues are identified by the program review team, the district is required to resolve each issue within 45 days of the date of the review. In the case where some issues cannot be resolved within the required 45-day period, the district may submit a proposed compliance agreement. In either case, the district must respond using either or both of the following:

   - Submit a compliance response which describes what has been done to correct the compliance exception (see Attachment A).
   - Submit a proposed compliance agreement that describes how the district plans to come into compliance in the near future (see Attachment B).

4. Review Findings. School program reviews are one of four major review processes through which the Department identifies consolidated program compliance issues: school plan review, school program review, A-127D consolidated application review, and district compliance review. School program review findings do not necessarily imply identical findings from the other three review processes. The district is responsible for responding to all noncompliance findings regardless of their source.

If you have questions regarding the resolution of compliance issues, please contact your district Consolidated Programs Director. Assistance from the State Department of Education is available to your district.

Responses should be mailed to:

Centralized Services Section
California State Department
of Education
721 Capitol Mall, Second Floor
Sacramento, CA 95814

Compliance review screening instrument received by:	
Signature of principal	Date

Compliance review completed by:	
Lead reviewer	Date
Reviewer	Date
Reviewer	Date
Reviewer	Date
Reviewer	Date

Appendix 2

COMPLIANCE SUMMARY FORM FOR PROGRAM REVIEW
Form PR3

This form will be completed by the program review team leader. The information provided will be entered into the Department's computerized compliance monitoring system.

California State Department of Education
Consolidated Programs Division
Form PR3 (9-81)

White--Centralized Services Section
Yellow--Centralized Services Section
Pink--Principal (school copy)
Goldenrod--Principal (district copy)

COMPLIANCE SUMMARY FORM FOR PROGRAM REVIEW

CDS code														

County	Cooperative
District	Consortium
School	Date of notification (mo./date/year)

INSTRUCTIONS TO REVIEWERS

Check the following if all points of inquiry have been found to be in compliance.

The school program is in compliance on all points of inquiry. ☐

Use the form below as a summary for the review of each compliance item. Column 1 contains the numbers of the compliance items. Column 2 is for indicating the compliance determination. The review team lead is to circle only one of the following responses for EACH item:

NA - This item is not applicable.

C - Compliant

N - Noncompliant. Within 45 days, the school district must submit a response to the State Department of Education which either: (1) describes how the noncompliance finding has been resolved, or (2) outlines a proposed compliance agreement. Use Column 3 to indicate the specific issues determining the noncompliance. If necessary, attach an additional sheet.

Item (1)	Finding (2)	Comments (3)
1	NA C N	
2	NA C N	
3	NA C N	
4	NA C N	
5	NA C N	
6	NA C N	
7	NA C N	
8	NA C N	
9	NA C N	

CDS code | | | | | | | | | | | | | | |

Item (1)	Finding (2)	Comments (3)
10	NA C N	
11	NA C N	
12	NA C N	
13	NA C N	
14	NA C N	
15	NA C N	
16	NA C N	
17	NA C N	
18	NA C N	
19	NA C N	
20	NA C N	
21	NA C N	
22	NA C N	
23	NA C N	
24	NA C N	
25	NA C N	
26	NA C N	
27	NA C N	
28	NA C N	

CDS code | | | | | | | | | | | | | | |

Item (1)	Finding (2)	Comments (3)
29	NA C N	
30	NA C N	
31	NA C N	
32	NA C N	
33	NA C N	
34	NA C N	
35	NA C N	
36	NA C N	
37	NA C N	
38	NA C N	
39	NA C N	
40	NA C N	
41	NA C N	
42	NA C N	
43	NA C N	
44	NA C N	
45	NA C N	
46	NA C N	
47	NA C N	

CDS code | | | | | | | | | | | | | | |

Item (1)	Finding (2)	Comments (3)
48	NA C N	
49	NA C N	
50	NA C N	
51	NA C N	
52	NA C N	
53	NA C N	
54	NA C N	
55	NA C N	
56	NA C N	
57	NA C N	
58	NA C N	
59	NA C N	
60	NA C N	
61	NA C N	
62	NA C N	
63	NA C N	
64	NA C N	

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California State Department of Education
Consolidated Programs Division

White--Centralized Services Section
Yellow--Centralized Services Section
Pink--Principal (school copy)
Goldenrod--Principal (district copy)

CONTINUED COMPLIANCE COMMENTS SHEET

(To be used when additional explanation is required.)

CDS code | | | | | | | | | | | | | | |

School _____

Item number	Comment

Appendix 3

INSTRUCTIONS FOR DISTRICTS SUBMITTING
A PROPOSED COMPLIANCE RESPONSE
TO THE STATE DEPARTMENT OF EDUCATION

Attachment A

INSTRUCTIONS FOR DISTRICTS SUBMITTING
A PROPOSED COMPLIANCE AGREEMENT
TO THE STATE DEPARTMENT OF EDUCATION

Attchment B

ATTACHMENT A

INSTRUCTIONS FOR DISTRICTS SUBMITTING A PROPOSED COMPLIANCE RESPONSE TO THE STATE DEPARTMENT OF EDUCATION

All Consolidated Program compliance reviews conducted by the State Department of Education (SDE) (school plan reviews, school program reviews, consolidated application reviews, and district compliance reviews) are conducted in accordance with the legal responsibilities set forth in federal and state laws and regulations. When a district receives official SDE notification of noncompliance findings in one or more compliance reviews, the district is legally responsible for their timely resolution.

All noncompliance findings are to be resolved by the district within 45 days of the official notification date by submitting to the SDE appropriate and accurate information that identifies the completed activities necessary for resolution. All the activities must be stated in the past tense to show that the issues have in fact been resolved. The following must be included when submitting a compliance response:

1. Specify the activity or activities found to be not in compliance, in the schools affected, with the federal or state statutes or regulations.

2. Cite the specific federal or state statute or regulation that has been violated, or indicate the number of the point of inquiry on the official review notification document that is checked out of compliance.

3. Describe the specific corrective activities that have been taken, and by whom (by title, not by name).

4. Specify the date the corrective activities were completed.

5. If necessary, submit amendments to the A-127D and /or school plans (e.g., budget revisions).

6. If the school program is affected, submit amended assurance pages for School Advisory Committeee, District Advisory Committee, School Site Council, Bilingual Education Committee as appropriate.

7. Include the following request:
   The _(name of school district or cooperative)_ requests approval by the SDE of the terms of the compliance response as described above.

_____	_____
Signature of authorized person	Date
_____	_____
Typed name and title	Phone number

8. Submit the compliance response to:

   California State Department of Education
   Consolidated Programs Division
   Centralized Services Unit
   721 Capitol Mall, Second Floor
   Sacramento, CA 95814

9. Submit the compliance response on official school district stationery. Include additional supportive information, such as documents and lengthy or detailed narratives, as attachments to the compliance response.

ATTACHMENT B

INSTRUCTIONS FOR DISTRICTS SUBMITTING A PROPOSED COMPLIANCE AGREEMENT TO THE STATE DEPARTMENT OF EDUCATION

If noncompliance findings cannot be resolved by a district within the 45-day response period, federal law and state regulation permit a district and the State Department of Education to enter into a compliance agreement with the district. The formal execution of such an agreement permits the Department to suspend, for the duration of the agreement, any enforcement actions which it may be obligated to perform in response to the noncompliance finding. However, compliance agreements cannot be extended or rewritten, and therefore all issues must be resolved within the time specified in the agreement. The following must be included when submitting a proposed compliance agreement:

1. Specify the activity or activities found to be not in compliance, in the school(s) affected, with the federal or state statutes or regulations.

2. Cite the specific federal or state law or regulation that has been violated, or indicate the number of the point of inquiry on the review instrument checked out of compliance.

3. Describe the specific corrective activities that will be taken, and by whom (by title, not by name).

4. Specify the date by which the district/cooperative will be in compliance with the federal or state law or regulation. This must be negotiated with the Department staff and may be for a period of time no longer than six months from the compliance agreement approval date.

5. Specify the method of reporting back to the State Department of Education which will demonstrate that the district/cooperative has come into compliance with the federal or state law or regulation.

6. Include the following request:

   The (name of school district or cooperative) requests approval by the California State Department of Education of the terms of the compliance agreement identified above.

_____ _____
Signature of authorized person Date

_____ _____
Typed name and title Phone Number

7. Submit the proposed compliance agreement to:

   California State Department of Education
   Consolidated Programs Division
   Centralized Services Unit
   721 Capitol Mall, Second Floor
   Sacramento, CA 95814

Appendix 4

BILINGUAL TEACHER INFORMATION SHEET
Form PR3

This computer-generated sheet provides information on the number of bilingually credentialled teachers and teachers under approved waiver.

When a school is required to have these teachers, the lead reviewer is to obtain the Bilingual Teacher Information Sheet from the school principal, utilize the information to determine compliance for items 16 and 17, and complete section III of the sheet.

Attach this Bilingual Teacher Information Sheet (Appendix 4) to the School Program Compliance Review--Notice of Findings (Appendix 1).

White--Centralized Services Section
Yellow--Centralized Services Section
Pink--Principal (school copy)
Goldenrod--Principal (district copy)

California State Department of Education
Consolidated Programs Division
Form PR3 (9-81)

SAMPLE

BILINGUAL TEACHER INFORMATION SHEET

(Use this computer-generated sheet for items 16 and 17 of the School Program Compliance Review Screening Items.)

I. CDS code 21 51 21 31 51 61 61 41 21 31 21 81 0

District JEFFERSON ELEMENTARY

School GEORGE WASHINGTON

II. Summary of Information

Number of certificated bilingual teachers 1

Number of teachers under waiver 3

TOTAL 4

Teachers under approved waiver	Grade	Assisted by aide
JOSE RENZA	3	YES
CARLOS MUNOZ	1	YES
JOHN REGAN	2	YES

III. Check the appropriate box below and return this form with the School Program Compliance Review--Notice of Findings.

☑ The data in Section II reflects current school bilingual staffing information.

☐ The data in Section II needs modification. State Department of Education staff should contact school/district staff for updating Section II.

Lead reviewer's signature Jane Seymour 2/3/81 Date

Contact the Office of Consolidated Support Services at (916) 445-5382 or (916) 323-0975 if you have questions regarding this data.

9-81